



What's New for FY 2006 Interview Guides

The Interviewer Guides, referred to as "interview protocols" in FY2005, have been revised to eliminate references to the Headstart Act, as appropriate. Those guides identified as optional in FY 2005 have been eliminated from the FY 2006 PRISM Instrument. The sign-in sheets have been revised to reflect this change.

Sign-In sheets include: (1) a **General Sign-In Sheet** for all interviews (with the exception of the Policy Council and Family Group Interviews); and (2) a **Policy Council and Family Group Interview Sign-In Sheet**, which contains space for participants to include more detailed information about themselves and their enrolled child(ren).

More detailed guidelines on functionality and process for the sign-in sheets appear in the "Sign-In Sheet Instructions" located immediately after this section.

SIGN-IN SHEET INSTRUCTIONS

General Sign-In Sheet

A blank General Sign-In Sheet, for use in documenting interview and meeting participants, appears immediately following this instructions page. This sign-in sheet should be used for any of the formal interviews (excluding the Policy Council and Family Group Interviews, which have their own sign-in sheets), the Entrance Meeting, and any other meeting or interview, as applicable. There are areas on the sheet to write in the program name, date, time, name of notetaker, and name of facilitator, and to identify the interview or meeting being conducted. The second half of the sheet allows space for each participant to include his or her name, title, and agency. Please note that this sign-in sheet contains lines for ten participants to sign-in. However, if there are more than ten participants, you may copy the blank form and use those copies for any additional participants.

Policy Council and Family Group Interview Sign-In Sheet

A blank Policy Council and Family Group Interview Sign-In Sheet, for use in documenting interview participants, appears in this section following the General Sign-In Sheet. This sign-in sheet should be used for the Policy Council Interview, Family Group Interview, and any other meeting or interview, as applicable. There are areas on the sheet to write in the program name, date, time, name of note taker, and name of facilitator, as well as indicate the interview or meeting being conducted. The second half of the sheet allows space for participants to sign-in and note important information that will be valuable for the review team during and after the interview. Each participant should include his or her name, the children's names enrolled in Head Start/Early Head Start, the name of the center and classroom (if applicable) for each enrolled child, the type of program option (e.g., Head Start or Early Head Start; center or home-based; full or part day) in which each child is participating, and the participant's position on Policy Council, if applicable. Please note that this sign-in sheet contains lines for ten participants to sign-in. However, if there are more than ten participants, you may copy the blank form and use those copies for any additional participants.

General Sign-In Sheet

Program _____ **Date** _____ **Time** _____

Notetaker _____ **Facilitator** _____

Indicate Interview by [X]:

- ☐ Entrance Meeting
- ☐ Child Care Partnerships
- ☐ Community Partnerships
- ☐ Governing Body
- ☐ Other (Specify)

Name		Title	Agency
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Policy Council and Family Group Interview Sign-In Sheet

Program _____ **Date** _____ **Time** _____

Notetaker _____ **Facilitator** _____

Indicate Interview by [X]:

- ☐ Family Group Interview
☐ Policy Council Interview

	Your Name	Name(s) of Your Child/Children in Head Start	Center	Classroom (if Applicable)	Program Option (e.g., HS or EHS, Center or Home-Based, Full or Part Day)	Your Position on Policy Council (if applicable)
1						
2						
3						
4						
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10						



Entrance Meeting

PURPOSE

- To provide an opportunity for the team leader to make some general comments about the course of the review; and
- To provide an opportunity for team members and Head Start staff to meet one another.

LOGISTICS

- **Content:** The entrance meeting includes two activities: an entrance session for general comments and introductions and logistics coordination.
- **Duration:** The entrance meeting lasts no more than one hour.
- **Review team participants:** All review team members must attend.
- **Grantee participants:** Any grantee staff designated by the grantee may attend.



Family Group Interview Guide

PURPOSE

- To continue to clarify reviewers' understanding of the grantee's systems and services as seen through focus families' experiences in Head Start/Early Head Start.

LOGISTICS

- **Duration:** The interview lasts no more than 2 hours. It is scheduled after reviewers have had an opportunity to observe children and talk with staff, and when it is convenient for most focus parents to attend.
- **Review team participants:** At least two reviewers, preferably a child development and health services reviewer and a family and community partnerships reviewer, are present for the Family Group Interview—one to facilitate the discussion, the other to serve as notetaker. All service reviewers attend when possible.
- **Grantee participants:** All parents from focus families are invited to attend. Reviewers should make every effort to use alternative means to talk with focus parents who are unable to attend.
- **Group size:** If there are more than 20 focus families, consider dividing them into smaller groups. A group size of 10–12 is recommended.

INTRODUCTION

Today I would like to talk with you about your experiences with Head Start/Early Head Start. My goal is to learn how Head Start/Early Head Start has worked with families and children, including things that have worked well and those areas in which you would like to see some improvement. We are here to work in partnership with the grantee to help make the program the best it can be.

We know that everyone's experience with Head Start/Early Head Start is different, and we appreciate the opportunity to talk with you about your experiences. We would just like to get a good picture of what the program has been like for you and your children. Let's start with introductions. Tell us your name, your child's name and age, what center or program option your child is enrolled in, how long you've been involved in the program, and one thing that your child has learned in Head Start/Early Head Start.

Recruitment and Enrollment

1. Tell me how you found out about Head Start/Early Head Start and what it was like for you to get into Head Start/Early Head Start.

Listen for:

- communication with families about Head Start/Early Head Start philosophy;
- assistance to parents during the application process;
- communication in parents' preferred language;
- when applicable, parental choice of program option; and
- various methods through which parents learned about the program.

Family Partnership Building

2. In Head Start/Early Head Start we talk about the child and his/her family. Tell me about ways in which Head Start/Early Head Start has been supportive of the goals you have for your family, your child, and yourself.

Listen for:

- family-identified goals and program support for the goals;
- referrals and follow-up;
- interactions with families that acknowledge strengths and respect diversity and cultural background; and

- assistance to parents in learning advocacy skills.
3. Talk about how the program helps you prepare for your child's transition from Early Head Start to Head Start or from Head Start to public school.

Listen for:

- parent involvement in the transition process.
4. Tell me about the ways that you are involved in Head Start/Early Head Start and about what happens in your child's classroom.

Listen for:

- individual, as well as group activities;
- a variety of program activities;
- efforts to conduct these activities in ways respectful of the various languages spoken by families; and
- a variety of strategies for making contact with families.

Prevention and Early Intervention/Follow-up Services

5. How does Head Start/Early Head Start work with you to make sure that your child has good health care and is developing well?

Listen for:

- parents becoming active partners in their child's health care;
- links to ongoing accessible health care;
- ongoing communication about health issues; and
- referrals and follow-up for children with health problems or disabilities.

Curriculum, Assessment, and Individualization

6. Talk with me about the kinds of things your child is learning in the classroom. What kinds of things do you and your child's teacher talk about? Do you get a report that keeps you informed of your child's progress and accomplishments?

Listen for:

- information on how parents have input into the curriculum;

- a curriculum reflective of family cultures;
- families that participate in setting goals for their children;
- staff that address children's strengths and needs; and
- frequency of home visits and conferences.

Disabilities

7. Are you aware that your Head Start/Early Head Start program is serving children with disabilities? What have you seen teachers and staff do to support and involve those children and their families?

Listen for:

- parents who think children with disabilities are getting necessary services;
- assistance to parents in communicating concerns and preferences to multidisciplinary teams;
- involvement in development of IFSP/IEPs; and
- coordination with other agencies.

Community Partnerships

8. How has Head Start/Early Head Start helped you connect with other community services and resources?

Listen for:

- referrals to appropriate community agencies;
- access to programs for developing literacy skills, vocational skills, parenting skills, and advocacy and communication skills;
- assistance to pregnant women in accessing comprehensive prenatal and postpartum care; and
- examples of partnerships with other child care agencies and providers.

Program Governance

9. What opportunities do you have to discuss ideas or concerns you have about the program with other parents and staff?

Listen for:

- participation in Parent Committees;
- knowledge of work done by Policy Council/Policy Committee;
- examples of ideas or concerns that parents have taken to Parent Committees or policy groups; and
- inclusion of parents from Early Head Start and all program options in policy groups.

Facilities, Materials, Equipment, and Transportation

10. Talk with me about Head Start/Early Head Start buildings and the equipment and materials you have seen in the classrooms. Tell us about any transportation services that your child receives from the program.

Listen for:

- safe facilities and transportation services; and
- appropriate and adequate materials.

CONCLUSION

Please share with us anything that you really like about Head Start/Early Head Start and want to see continue, as well as anything you would like to see changed or handled differently within Head Start/Early Head Start or your children's classrooms.

Thank you very much for taking the time to talk with us today.



Child Care Partnerships Interview Guide

PURPOSE

- To understand the development, implementation, and future direction of the grantee's child care partnerships.

LOGISTICS

- **Duration:** The interview lasts from a half hour to 1 hour.
- **Review team participants:** At a minimum, a Systems Reviewer and a Service Reviewer conduct the interviews. The Systems Reviewer listens for issues of planning, communication, record-keeping, staff qualifications and training, ongoing monitoring, and fiscal management. The Service Reviewer listens for information about how services are delivered to children and families.
- **Child care partnership participants:** This interview is for directors or other lead staff members from child care programs that receive funds or resources from Head Start to serve children who are counted as "Head Start/Early Head Start" children.
- **Group size:** This interview may be done individually or with a group. If done in a group, a group size of 10–12 is recommended.

OPTION

This interview guide may be combined with the Community Partnerships Interview Guide, at the discretion of the team leader.

INTRODUCTION

I would like to talk with you about your experiences in partnering with Head Start/Early Head Start. My goal is to learn how Head Start/Early Head Start has worked with your agency, including things that have worked well and those areas in which you would like to see some improvement. We are here to work in partnership with the Head Start/Early Head Start grantee to help make the program the best it can be. There are no “wrong answers” here. We would just like to get a good picture of what the partnership is like.

Background and Nature of the Partnership

1. Tell me about the development of the partnership you have with this Head Start/Early Head Start program.

Listen for:

- history of the partnership;
- goals for the partnership; and
- shared planning.

2. Describe your agreement for this partnership.

Listen for:

- the responsibilities of each organization;
- the form of the agreement (written or verbal); and
- financial arrangements.

3. Describe the relationship between your agency’s governing body or board (if any) and Head Start/Early Head Start’s governing body.

Listen for:

- interaction between governing bodies; and
- the nature of the interaction.

4. Describe how communication occurs between your organizations.

Listen for:

- types of information shared;

- strategies used for communicating; and
 - procedures for addressing confidentiality.
5. Describe some activities conducted by you and/or the Head Start/Early Head Start program to ensure quality services.

Listen for:

- knowledge of Performance Standards and other regulations;
 - oversight and support from the Head Start/Early Head Start agency;
 - participation in program self-assessment;
 - ongoing monitoring to ensure that Performance Standards and other regulations are met; and
 - opportunities for staff development.
6. What do you see as the major effects of this partnership?

Listen for:

- strengths of the partnership;
- impact on service delivery, including classroom activities, health services, and services to children with disabilities and families; and
- challenges.

Future Direction

7. What are the “next steps” in your partnership with Head Start/Early Head Start?



Community Partnerships Interview Guide

PURPOSE

- To understand the development, implementation, and future direction of the agency's community partnerships.

LOGISTICS

- **Duration:** The interview lasts no more than 1 hour. This interview may be used in conjunction with or instead of the Child Care Partnerships Interview.
- **Review team participants:** The team leader decides which reviewers conduct this interview. At a minimum, two reviewers, a Systems Reviewer and a Family and Community Partnerships Reviewer, attend the meeting. One reviewer facilitates, the other takes notes. Background information for this interview will be provided in the completed Community Partnerships Information Form and should be reviewed by the reviewers conducting this interview prior to meeting with the community partners.
- **Community partner participants:** This interview involves directors or other lead staff members from community agencies that are partners with Head Start/Early Head Start. Appropriate attendees may include directors from social services, mental health, LEAs, Part C agencies, health care providers, and other community partners.
- **Group size:** The interview may be done individually with a single partner agency or with a group representing several partners. A group of no more than 10–12 is recommended.

OPTION

This interview guide may be combined with the Child Care Partnerships Interview Guide, at the discretion of the team leader.

INTRODUCTION

Today we would like to talk with you about your experiences with Head Start/Early Head Start. Our goal is to learn how Head Start/Early Head Start has worked with your agency, including things that have worked well and those areas in which you would like to see some improvement. There are no “wrong answers” here. We would like to have a picture of how the partnership works. You have already filled out a form describing your role in the community and the nature of your relationship with this Head Start/Early Head Start program. We would like to focus our discussion today on the outcomes of that partnership.

1. What do you see as the major effects of your partnership with Head Start/Early Head Start?

Listen for:

- the effect on service delivery and access to resources for families, and
 - accomplishments that meet community needs.
2. For members of the Health Services Advisory Committee: How long have you been a member of the Health Services Advisory Committee? What sorts of issues has the Committee addressed this year?
 3. For LEAs or Part C agencies: How do you work with Head Start/Early Head Start to support children with disabilities? What arrangements do you have to assist children and families in their transition from Head Start/Early Head Start?

Future Direction

4. What are the “next steps” in your partnership with Head Start/Early Head Start?



Policy Council Interview Guide

PURPOSE

- To obtain information on how the grantee is engaged in shared decision-making with parents and community representatives on the Policy Council.

LOGISTICS

- **Duration:** The interview lasts no longer than 30 minutes.
- **Review team participation:** At a minimum, two reviewers, a Systems Reviewer and a family and community partnerships reviewer, attend the Policy Council meeting and conduct the interview. One reviewer facilitates; the other takes notes.
- **Grantee participation:** Policy Council members are invited to take part in the interview after the Policy Council meeting. Depending upon member availability after the meeting, a group interview may not be possible. In such a case, individual interviews with Policy Council members at other times during the review may be necessary.
- **Group size:** A group of no more than 10–12 is recommended.

INTRODUCTION

Thank you for letting us sit in during your Policy Council meeting. We learned some important things about program governance in your organization. Now we'd like to ask some additional questions to help us understand how your Policy Council works.

Policy Council Composition and Background

1. Tell us how you became a member of the Policy Council.

Listen for:

- election process.

2. Tell us about the Policy Council. How many people are on it? Whom do they represent?

Listen for:

- representation from Early Head Start/Early Head Start and all program options;
- length of service on the Policy Council;
- selection of community representatives; and
- program support of Policy Council.

Functions of Policy Council

3. Was this meeting typical? In what ways? In what ways was it not typical?

Listen for:

- description of typical agenda items.

4. What kinds of things does the Policy Council do? Can someone describe a recent activity or project?

Listen for:

- approval of recruitment areas, program options, and program design;
- involvement in the grant application and budget process, program planning, personnel decisions; and
- involvement in the program's self-assessment process.

5. Describe any training that Head Start/Early Head Start has offered to you this year and last year.

Listen for:

- training on program governance, including roles and responsibilities of Policy Council members.

6. What kinds of information or documents does the agency provide to the Policy Council? What is the process of dealing with these?

Listen for:

- copies of program plans and policies;
- financial reports; and
- relevant information from Head Start/Early Head Start.

7. What is the process for communicating with the governing body?

Listen for:

- ongoing communication; and
- procedures for resolving disputes.

8. How does the Policy Council communicate with parents?

Listen for:

- opportunities for parents to express ideas and opinions to the Policy Council;
- Policy Council encouragement of parent involvement; and
- availability of child care and transportation for parents involved in Policy Council meetings.



Governing Body Interview Guide

PURPOSE

- To describe how the governing body exercises its oversight responsibility and ensures accountability; and
- To describe how the governing body is knowledgeable about the Head Start/Early Head Start Program.

LOGISTICS

- **Duration:** The interview lasts no more than 30 minutes.
- **Review team participants:** The team leader determines which reviewers attend this interview. Generally, a Systems Reviewer leads this interview. Other available staff may attend, and one takes notes.
- **Agency participants:** Members of the agency's governing body are involved. This interview may be conducted in a group setting or with individual governing body members during the review.
- **Group size:** A group of no more than 10-12 is recommended.

INTRODUCTION

Thank you for taking time to talk with me about your role as a member of the governing body for Head Start/Early Head Start. We are interested in finding out just what the role of the governing body is for this grantee. First, we'll talk about how the governing body is involved in the grantee's overall planning process. Then, we'll discuss how the governing body exercises oversight and maintains accountability.

Planning and Communication

1. How do you learn what's expected of you as a member of the governing body in the Head Start/Early Head Start program?

Listen for:

- written policies that define the roles and responsibilities of governing body members; and
- appropriate involvement in the grant application and budget process, program planning, personnel decisions, self-assessment, and selection of delegate agencies (if applicable).

2. Describe your ongoing working relationship and communication process with the Head Start policy group.

Listen for:

- examples of recent projects and communication;
- reports; and
- satisfaction with the relationship.

3. How and when are you and the policy group involved in the grantee's planning process? How are the timeframes and procedures for planning established?

Listen for:

- development of program goals and objectives.

4. How do you ensure that the policy group has had an opportunity to act on items that must be decided through shared decision-making, such as new hires or terminations?

Listen for:

- communication with Head Start/Early Head Start management staff.

5. What role do you and the policy group play in the self-assessment process?

Listen for:

- examples of activities conducted during most recent self-assessment; and
- use of self-assessment results.

6. How does prior consultation occur on “must approve” issues before those issues are acted on by the full governing body? For example, how was the grant application presented to you? How did the process of approval work?

Listen for:

- examples of decisions approved during past year; and
- satisfaction with the process.

7. How does the governing body (and policy group) participate in decisions about seeking new funding?

Listen for:

- description of the process used; and
- satisfaction with the process.

Program Governance

8. What role does the governing body play in establishing or changing the composition of the policy group? In selecting community representatives?

Listen for:

- familiarity with the composition of the policy group; and
- description of selection process.

9. What reporting is provided to you and the policy group to keep you informed about progress, problems, or changes needed in the program?

Listen for:

- types of reports received.

10. Do you currently receive reports describing patterns of progress and accomplishments for groups of children, i.e., child outcomes data?

Listen for:

- familiarity with the child outcomes initiative.

11. How do you exercise oversight and ensure accountability for program outcomes and fiscal integrity?

Listen for:

- communication with appropriate program staff; and
- reporting process.

12. What written impasse procedures are in place? How were the policies developed?

Listen for:

- description of the procedures; and
- process used to develop them.